

Baltimore County Public Schools

Towson, Maryland 21204

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: CHRISTIAN ALEXIS ID: 216335977
 Address: 7216 LANARK RD Birthdate: 08/09/1991 Sex: Male
BALTIMORE MD 21212 Primary Language: English
 Phone: (410)296-7216 Ethnic: White - not Hispanic origin
 School: Dumbarton Middle
 Grade: 06 Ma Disability: 09 - Specific learning disabilities
 Parent: MR. BILL ALEXIS Parent: Mrs. Nancy Britos
 Address: 7216 LANARK RD Address: 11 Southfield Place
BALTIMORE MD 21212 Baltimore, MD 21212
 Phone: (410)296-7216 Phone: 410-435-7006
 Primary Language: English Primary Language: English

IEP TEAM AND IEP APPROVAL

The IEP team met on 02/03/03 ¹²³ to review/develop the IEP and to recommend placement.
05/09/2002

Signature
Nancy Fink
 Nancy Fink, IEP Chairperson

Signature
Charles Kramer

Marcy Abelson
 Marcy Abelson, Special Education Dept Chair

Lloyd Collins NCSP
 Lloyd Collins, Psychologist

Donna Walker
 Donna Walker, Spec. Ed. Classroom or Resource Teacher

Claire Xenakis
 Claire Xenakis, Spec. Ed. Classroom or Resource Teacher

Donna Wilson, Guidance counselor

Michael Etzel, Assistant Principal

Mrs. Britos, Parent

Mr. Alexis, Parent

Leila Mastalunas/CC-S Speech Language Pathologist
Kathleen A. Dolan Audiologist
Jerry Davis Audiology Intern

The IEP was approved on 2/3/03 The projected duration of the IEP is one year

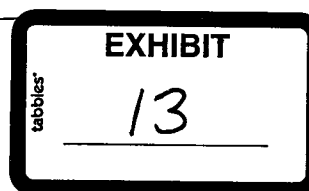
The IEP team has rejected the option of general/regular education without special education services because the student is eligible for special education and related services, and the student's needs indicate that this option is insufficient to implement the goals and objectives.

Most Recent 3-Year Evaluation Date: 12/09/1999 ^{12/2/02} Projected 3-Year Evaluation Date: 12/09/2002 ^{12/2/05}

Projected Exit Date: 05/30/2009 Projected Exit Category: 1 - Exit with MD H.S. Diploma

PARENT PARTICIPATION IN DEVELOPMENT OF DRAFT GOALS

Date	Method
<u>05/05/2002</u>	<u>Draft Goals Sent Home</u>
<u>05/09/2002</u>	<u>Draft Review with IEP Team</u>
<u>4/28/03</u>	<u>Draft goals sent home ma</u>



CURRENT LEVELS OF EDUCATIONAL PERFORMANCE**Reading**Test: WJ III Subtest: _____Date: 11/02Standard Score: 87 Grade Equivalent: _____

Other Results: Letter- Word Identification- 3.7, Word Attack- 2.9 Passage Comprehension- 3.5, Reading Fluency- 3.6

Strengths

Basic Sight Word Vocabulary

Basic literal comprehension

Needs

attention to visual detail, decoding,

increased fluency

MathTest: WJ III Subtest: _____Date: 11/02Standard Score: 90 Grade Equivalent: _____

Other Results: Math Fluency- 2.3

Strengths

math problem solving

calculations

Needs

math fluency- compensatory strategies

WritingTest: Test of Written Language-3 Subtest: Spontaneous WritingDate: 11/20/02Standard Score: 89 Grade Equivalent: _____

Other Results: N/A

Test: WJ III Subtest: _____Date: 11/02Standard Score: 86 Grade Equivalent: _____

Other Results: Writing Samples- 3.2, Spelling- 4.2, Writing Fluency- 3.2

Strengths

spelling of basic mono- syllabic sight words

basic sentence structure

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CURRENT LEVELS OF EDUCATIONAL PERFORMANCE**Needs**

application of spelling rules in writing
adding details to writing
paragraph development
mechanics and usage
compensatory writing strategies

LanguageTest: CELF-3 Subtest: ReceptiveDate: 11/20/02Standard Score: 128 Grade Equivalent:

Other Results: N/A

Test: CELF-3 Subtest: ExpressiveDate: 11/20/02Standard Score: 88 Grade Equivalent:

Other Results: N/A

Strengths

Articulation, Fluency and Voice
Pragmatic/Social Language
Receptive Language
Receptive and Expressive Vocabulary

Needs

Recall of multi-step directions
Review of curriculum related vocabulary
Continue to develop phonological awareness
strategies
Improve expressive language skills

Cognitive/Intellectual**Needs****Oral Language**Test: Wechsler Individual Ach. Test Subtest: Listening ComprehensionDate: 4/11/02Standard Score: 104 Grade Equivalent:

Other Results: N/A

Strengths

7/01-E. Lawrence, SLP:
pragmatic language

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CURRENT LEVELS OF EDUCATIONAL PERFORMANCE**Needs**

7/01-E. Lawrence, SLP:

receptive-expressive grammar/syntax,

word retrieval/verbal formulation,

language processing; phonological awareness

PARTICIPATION IN GENERAL EDUCATION CURRICULUM☒ The student will participate in the General Education Curriculum in all areas. ☒ With ☐ Without modifications☐ The student will participate in the General Education Curriculum in all areas except: _____ ☐ With ☐ Without modifications☐ The student will participate in the Special Education Curriculum in all areas.

Reason why general education curriculum is considered inappropriate:

☐ Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.☐ Other: _____

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ANNUAL GOAL # 1

Utilizing a highly-structured, multisensory approach, Christian will improve the reading and spelling of single and multi-syllable words by one instructional level from baseline.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will review the decoding and encoding of words with schwa syllables, soft c and g, and r-controlled vowels.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent

Schedule: Quarterly Date Objective Met:

- Christian will decode and encode words ending in consonant + le and -dge.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent

Schedule: Quarterly Date Objective Met:

- Christian will decode and encode words with diphthongs (oi,oy, ow, ou, au, aw, ew, eu, ui) and irregular vowel sound combinations (oo, ou, ought, igh).

Evaluation: Homewk,classwk,activities, Criteria: 90 percent

Schedule: Quarterly Date Objective Met:

- When orally reading material at his instructional level, Christian will be able to recognize and self-correct errors which distort the meaning of the passage.

Evaluation: classroom performance Criteria: 80 percent

Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 2

Given word lists devised from curriculum and texts at his instructional level, Christian will apply structural analysis skills in order to identify multi-syllable words with 90% accuracy and word meanings with 80% accuracy.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will identify fifteen suffixes and their meanings in isolation and in word context.

Evaluation: Homewk,classwk,activities, Criteria: 90% ident., 80% comp.

Schedule: Quarterly Date Objective Met:

- Christian will identify fifteen prefixes and their meanings in isolation and in word context.

Evaluation: Homewk,classwk,activities, Criteria: 90% ident., 80% comp.

Schedule: Quarterly Date Objective Met:

- Christian will correctly apply syllabication rules to compound words, double consonants, and open and closed syllables as well as prefixes and suffixes.

Evaluation: Homewk,classwk,activities, Criteria: 90% ident., 80% comp.

Schedule: Quarterly Date Objective Met:

- Christian will correctly identify and spell compressed and expanded forms of words that form contractions.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent

Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 3

Christian will increase fluency while reading phonetically-controlled texts at his instructional level with 90% accuracy.

SHORT-TERM OBJECTIVES/BENCHMARKS

- After reading words in isolation, Christian will read and write the words in a sentence context.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

- After reading words in isolation, Christian will read paragraph selections that have reading words embedded.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 4

Christian will use reading strategies and accommodations in order to increase comprehension and recall of written material in all content areas.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will use reading rulers, highlighters, and editorial features of books (such as bold words, outlining, graphics, etc.) to assist in pre-reading, reading, and post-reading activities.

Evaluation: classroom performance Criteria: 80 percent
Schedule: Quarterly Date Objective Met:

- Christian will use graphic organizers (i.e. story maps, character trait webs, sequence chains, cause and effect charts, vocabulary lists) to record information before, during, and after reading.

Evaluation: classroom performance Criteria: 80 percent
Schedule: Quarterly Date Objective Met:

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ANNUAL GOAL # 5

Christian will improve reading comprehension skills by one year.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Will be able to answer inferential reading questions at his reading level.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will be able to identify the main idea from reading selections at his reading level.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will be able to cite two sources from the text to support an answer.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

Evaluation: Criteria:
 Schedule: Date Objective Met:

ANNUAL GOAL # 6

Christian will improve written language skills by one grade level.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Will apply learned encoding rules to writing.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will form grammatically correct sentences when writing.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will expand sentences by adding adverbs, adjectives, words or phrases.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- ~~Will~~ be able to write paragraphs, containing a topic sentence, 3-5 detail sentences, and a concluding sentence.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

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IEP Page 7^{le}**ANNUAL GOAL # 7**

Christian will improve written language skills by one grade level.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Will use correct spelling, capitalization, punctuation, and usage in paragraph writing.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will utilize proofing checklists to edit and correct errors in writing.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 8

Christian will utilize compensatory strategies and tools to complete assignments in a timely manner.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Will utilize a calculator to apply learned math skills to complete math classwork, ^{homework}~~homework~~, and tests.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

- Will utilize short answer, fill in the blanks, multiple choice, matching, and oral responses when ^{extended}~~extended~~ written responses are deemed not critical.

Evaluation: Homewk,classwk,activities, Criteria: 80 percent
 Schedule: Quarterly Date Objective Met:

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ANNUAL GOAL # 9

Christian will continue to develop receptive language skills to enhance his performance in the classroom setting.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Using curriculum-related vocabulary, Christian will locate root words, prefixes, and suffixes to support syllable identification and repeated pronunciation to assist with recognition, recall, and comprehension in context as indicated by periodic probes.
Evaluation: SLP, teacher observation, s Criteria: 80 percent
Schedule: Quarterly Date Objective Met:
- Given multi-step oral directions in therapy and classroom settings, Christian will routinely sub-vocalize the direction, determine if it 'makes sense' and ask for clarification when it is unclear.
Evaluation: SLP, teacher observation, s Criteria: 80 percent
Schedule: Quarterly Date Objective Met:
- Christian will continue to develop and apply phonological awareness strategies when he listens, speaks, and reads aloud in structured tasks as indicated by periodic probes.
Evaluation: SLP, teacher observation, s Criteria: 70 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 10

Christian will continue to improve his oral formulation and expressive language skills to enhance his performance in the classroom.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will utilize adult prompted and self-initiated phonemic cueing, category/synonym substitution, and circumvention techniques to support word retrieval in conversation, storytelling, etc.
Evaluation: SLP, teacher observation, s Criteria: 70 percent
Schedule: Quarterly Date Objective Met:
- Given specific prompts to describe, explain, and/or persuade, Christian will incorporate precise word choice, correct syntactic structure, and expanded sentences in oral formulation.
Evaluation: SLP, teacher observation, s Criteria: 70 percent
Schedule: Quarterly Date Objective Met:

ASSESSMENT ACCOMMODATIONSMaryland Functional Testing Program (MFTP)

- ☒ Accommodations Needed ☐ No Accommodations Needed ☐ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

Scheduling Accommodations

- Extra response and processing time.

Setting Accommodations

- General education classroom, with special seating (front of room, carrel, etc).
- Small group setting with special education or LEP teacher as examiner.

Equipment Accommodations

- Calculator for mathematics testing for special education or 504 students only.
- Use of electronic devices (mechanical speller, word processor, computer, augmented communication device, etc.)

Presentation Accommodations

- Verbatim reading of selected sections of test or vocabulary.

Response Accommodations – None

Terra Nova (or current norm-referenced assessment)

- ☒ Accommodations Needed ☐ No Accommodations Needed ☐ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

Scheduling Accommodations

- Extra response and processing time.

Setting Accommodations

- General education classroom, with special seating (front of room, carrel, etc).
- Small group setting with special education or LEP teacher as examiner.

Equipment Accommodations – None

Presentation Accommodations

- Verbatim reading of selected sections of test or vocabulary.

Response Accommodations – None

Maryland State Mandated Testing

- ☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

High School Assessments (HSA)

- ☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

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ASSESSMENT ACCOMMODATIONS

PSAT/SAT/ACT

☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A

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IEP Page 4 ¹⁰**SUPPLEMENTARY AIDS AND SERVICES NEEDED**

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Use of Calculator | <input type="checkbox"/> Tape Recorder | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Management |
| <input type="checkbox"/> Notetaker | <input checked="" type="checkbox"/> Testing Modification | <input type="checkbox"/> Sign Language Interpreter | <input type="checkbox"/> Positive Behavior Interventions |
| <input checked="" type="checkbox"/> Homework Modification | <input type="checkbox"/> Instruction in Braille | <input type="checkbox"/> Lifting/Transfer | <input type="checkbox"/> Behavior Modification |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Toileting | |

☒ Classroom Modification:

partner for reading as needed, routine checks for comprehension by the teacher, opportunities to re-do reading assignments, use of Kurzweil software as appropriate, vocabulary lists, sequence charts, story maps, use of decoding and other reading strategies, graphic organizers, repetition/rephrasing and chunking of directions, extended time for processing, modified tests and quizzes, skeleton copy for notetaking, back-up copy of notes as needed, preferential seating near instruction but away from noise sources, multisensory reading instruction, mechanical speller, informal assessment in February to establish baseline performance on IEP reading objectives, extra set of books for home, cuing for visual details, highlighting, webs and graphic organizers, learning probes, alternative responses for extended writing as appropriate, participation in early morning check in for organization and reading assists

☐ Feeding Accommodation:☐ Specialized Therapy Equipment:☒ Support for School Personnel:

Training - consultation with audiologist for classroom teachers, speech/lang. pathologist, and special ed. case manager

☒ Other:

alternate choice questions; combined visual-verbal presentation; phonemic and associative cues; meaningful context

- ☒ This student's communication needs were reviewed and discussed as part of determining specific needs.
- ☒ This student's assistive technology needs were reviewed and discussed as part of determining specific needs.
- ☒ Support for school personnel was reviewed and discussed as part of determining specific needs.

NONACADEMIC AND EXTRACURRICULAR SERVICES/ACTIVITIES WITH NON-DISABLED PEERS

	Can the student participate?	If yes, what supports are required? If no, specify the reason.
Meals	<input checked="" type="checkbox"/> Yes	No supports are required.
Recess/Breaks	<input checked="" type="checkbox"/> Yes	No supports are required.
General Activities (library, assemblies, etc.)	<input checked="" type="checkbox"/> Yes	No supports are required.
Counseling (guidance, vocational, etc.)	<input checked="" type="checkbox"/> Yes	No supports are required.
School Organization (home room, clubs, etc.)	<input checked="" type="checkbox"/> Yes	No supports are required.
Athletics	<input checked="" type="checkbox"/> Yes	No supports are required.
Recreational Activities (field trips, etc.)	<input checked="" type="checkbox"/> Yes	No supports are required.
Employment	<input type="checkbox"/>	
Community Activities	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

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REGULAR EDUCATION CLASSROOM PARTICIPATION

Subject	Grade Placement	Subject	Grade Placement
English/Language Arts		Technology Education	
X Math	6	X Physical Education	6
X Social Studies	6	X Art	6
X Science	6	X Music	6
Family Studies		Other	
Vocational Education		Reading	

Total hours per week in regular education: 25

SPECIAL EDUCATION AND RELATED SERVICES

Nature of Service	Direct Hours	Indirect Hours	8 0	9 0	Environment	I/G	Start Date	End Date	W k s	Provider	E Y S
Classroom instruction	13.0	2.0			Both general and special	I, G	02/03/2003	02/03/2004	36	Donna Carr	
Speech, language	1.5	0.5			Both general and special	I, G	02/03/2003	02/03/2004	36	Linda Mastaler	
Audiological services				X	Both general and special	I	02/03/2002	02/03/2004	36	Kathy Dolan	

Total Direct Hours: 14.5

Total Indirect Hours: 2.5

Note: Totals do not include transportation, vocational evaluation, functional behavioral assessment.

SERVICE DELIVERY MODEL

- ☐ Consultation with regular educator.
☐ Special education and/or related service to be delivered in regular classroom.
☐ Special education class for less than 21% of school day.
☒ Special education class for 21% to 60% of school day.
☐ Special education class in regular school for more than 60% of school day.
☐ Special education class, part day, or separate day school for disabled, part day.
☐ Public, separate day school for disabled. ☐ Private, separate day school for disabled.
☐ Residential. ☐ Other: _____

Factors impeding IEP implementation in a general ed setting for more than 50% of the school day:
 Christian needs a small structured class setting to meet reading and written language needs.

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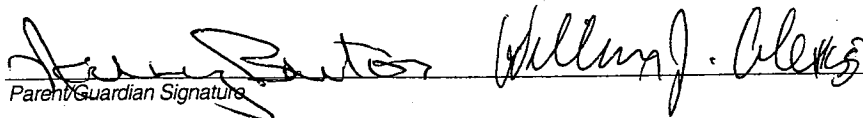
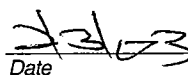
EXTENDED YEAR SERVICES (EYS)☐ The need for EYS was considered as part of the IEP Team review.☐ The student is eligible for EYS. ☐ The student is not eligible for EYS.If eligible, rationale: ☐ Regression/recoupment ☐ Critical point of instruction ☐ Interfering behavior**PLACEMENT DETERMINATION**Will the student be attending his/her neighborhood school or magnet? ☒ Yes ☐ NoIf not, is the placement as close to the student's home as possible? ☐ Yes ☐ NoAre there any harmful effects of the placement on the student or on the quality of services the student needs? ☐ Yes ☐ No

If yes, what are the effects?

STATEMENTS OF PARENT AGREEMENT☒ I have a "Procedural Safeguards-Parental Rights" booklet, and my rights have been explained to me and my questions answered.☒ If my child is in third grade or above, or is nine years old or older, the requirements for a Maryland high school diploma have been explained to me along with my child's progress in meeting those requirements.☒ The IEP Team discussed with me my child's eligibility for extended year services.Is the child eligible for Medicaid? ☐ Yes ☒ No

If eligible for Medicaid:

☐ I give permission for my child to receive case management services.☐ I give permission to the IEP team to appoint a case manager for my child.☐ I agree to have a claim submitted to my private insurance for Medicaid eligible children and have it rejected.☐ If my child rides a bus to and from school, I give permission to have claims submitted to Medicaid for transportation services.

Parent/Guardian Signature
 Date

SPECIAL ED AND RELATED SERVICES
STUDENT: CHRISTIAN ALEXIS ID: 216335977

IEP Approval Date: 02/03/2003

Date of Last 3-Year Evaluation: 12/02/2002

Date of Projected 3-Year Evaluation: 12/02/2005

Projected Exit Date: 05/30/2009 Projected Exit Category: 1 - Exit with MD H.S. Diploma

School Providing Services: 0953 - Dumbarton Middle

Disability: 09 - Specific learning disabilities Program / Class Type: A-2 (Adapted-Resource)

Special Education and Related Services (80 = one-time service; 90 = consultative service)

Nature of Service	Direct Hours	Indirect Hours	Total Hrs	8	9	0	0	0	Environment	Start Date	End Date	Wks	Service Provider Type	EYS
1. 11 - Classroom instruction	13.0	2.0	15.0						C - Both general and special ed classroom	02/03/2003	02/03/2004	36	01 - Spec. Ed. Classroom or Resou	
2. 13 - Speech, language	1.5	0.5	2.0						C - Both general and special ed classroom	02/03/2003	02/03/2004	36	04 - Speech, language pathologi	
3. 20 - Audiological services								X	C - Both general and special ed classroom	02/03/2002	02/03/2004	36	03 - Audiologist	
4.														
5.														
6.														
7.														
8.														
9.														
10.														

Total Direct Hours: 14.5 Total Indirect Hours: 2.5

Service Delivery Model: "4" - Special education class for 21 % to 60% of school day

IEP Chairperson

Korey B. Jule
Signature

Date

2/3/03

Parent

William B. Alex
Signature

Date

2/3/03

William B. Alex

2/3/03